

Student's satisfaction of the quality of online learning in higher education: An empirical study

- Jiménez-Bucarey C.^a
- Acevedo-Duque Á.^b
- Müller-Pérez S.^c
- Aguilar-Gallardo L.^a
- Mora-Moscoso M.^a
- Vargas E.C.^d

Abstract

Higher education institutions (HEIs) have been facing a digital transformation in online learning as a result of the restrictions generated by COVID-19. Therefore, identifying which are the elements that influence student satisfaction will allow HEIs to establish strategies to ensure the quality of the digital transformation. This study proposes a model that measures student satisfaction considering three dimensions: teacher quality, technical service quality and service quality. Then, the impact of each dimension on student satisfaction is estimated using a Partial Least Squares Structural Equation Model (PLS-SEM), and finally an Importance-Performance Map Analysis (IPMA) was performed to identify the improvements that should be made to increase student satisfaction. When analyzing the responses of 1430 students at the School of Medicine, it was found that the quality of technical service should be improved, specifically training, and encouraging teachers to use strategies that allow student participation. © 2021 by the authors. Licensee MDPI, Basel, Switzerland.

Author keywords

Digital transformation in education; Distance higher education; IPMA; Online learning; Student satisfaction